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LEARNING FACILITATOR'S MANUAL

MODULE 3 MODULE 3 MODULE 3 MODULE 3



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

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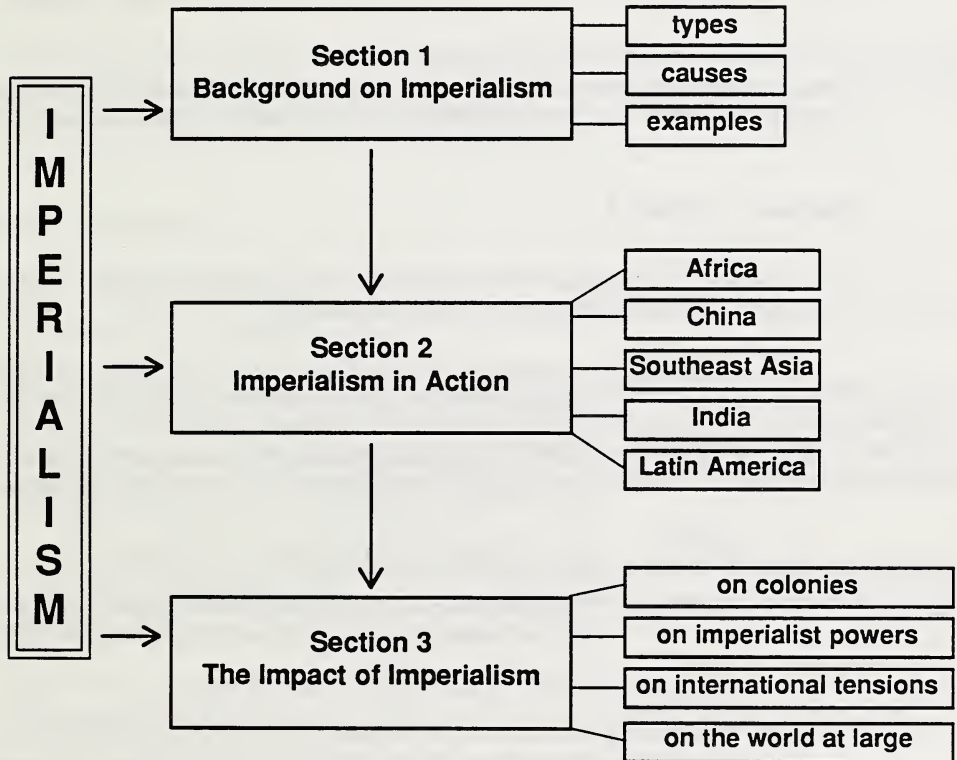
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Module 3 - Imperialism: Overview

This module examines the imperialistic policies of European powers in the late-nineteenth and early-twentieth centuries – policies that not only opened up and westernized the world, but that also paved the way for two world wars and ultimately helped spell the end of Europe’s global dominance.



Evaluation

The evaluation of this module will be based on three assignments.

Section 1 Assignment	30%
Section 2 Assignment	40%
Section 3 Assignment	30%
TOTAL	100%

Section 1: Background on Imperialism

Key Concepts:

- imperialism (political, economic, cultural)
- reasons for imperialism
- distinguishing features of the “new imperialism”

Section 1 looks at the idea of imperialism and cites several historical examples of imperialistic activity. It ends by comparing the “new imperialism” of the nineteenth century to previous forms.

Section 1: Activity 1

1. Listed below are examples of what could be called imperialistic behaviour. In the space beside each, label it as political, economic, or cultural imperialism.
 - a. economic A small, developing country allows petroleum companies from its larger neighbour to move in and exploit its newfound oil and gas reserves.
 - b. political In 1519 the Spaniard Hernando Cortes landed in Mexico and, through force and treachery, took control of the territory from the native Aztecs.
 - c. political In 1713 Acadia was transferred from Britain to France.
 - d. cultural The traditional way of life of the Inuit of Canada's north is disappearing in the face of increasing contact with the modern, technological world.
2. Many Canadians are concerned that the pervasive influence of the United States on what Canadians think, say, and do has resulted in our being victims of American cultural imperialism. Opponents of free trade with the United States have expressed much concern about our distinctively Canadian culture being swallowed up by the United States.
 - a. Think of your daily life. In what ways are you regularly exposed to the overwhelming influence of American culture?

Examples will vary here. Some common sources of exposure to American culture are television, movies, books, magazines, and radio, as well as the vast array of U.S. manufactured products sold in Canada.

- b. Do you agree that the influence of American culture is a dangerous influence that our government should try to limit? Explain your answer.

This answer will be personal. Is your answer explained fully and logically? Check it for prejudice. Have you considered both the positive and negative effects of government intervention? Is it censorship?

3. Many French Canadians in Quebec worry about being the victims of “linguistic imperialism.” What does this mean?

North America north of Mexico is overwhelmingly English-speaking. Quebecers are constantly exposed to English through the media, the business world, and in many other ways. They fear their own language will be submerged in a sea of English.

Section 1: Activity 2

1. Based on what you have just read and anything else you might know, list the factors that you think lead nations to try to establish empires.

This question asks for your ideas. One factor that is clearly at work in empire-building is a desire for power and conquest. Another is the belief in the superiority of your own culture and desire to take it to other peoples. A longing to unite diverse peoples in one stable political unit – to bring peace, law, and order – seems to be another factor. No doubt the fame and wealth that result from conquest are major factors.

2. Imagine that you have been assigned to do a research paper on this topic: What made the Roman Empire so successful? Suggest two or more specific questions that would help you organize your research into this issue.

Again, there are any number of possible answers. Here are a few sample questions that may help you evaluate your own:

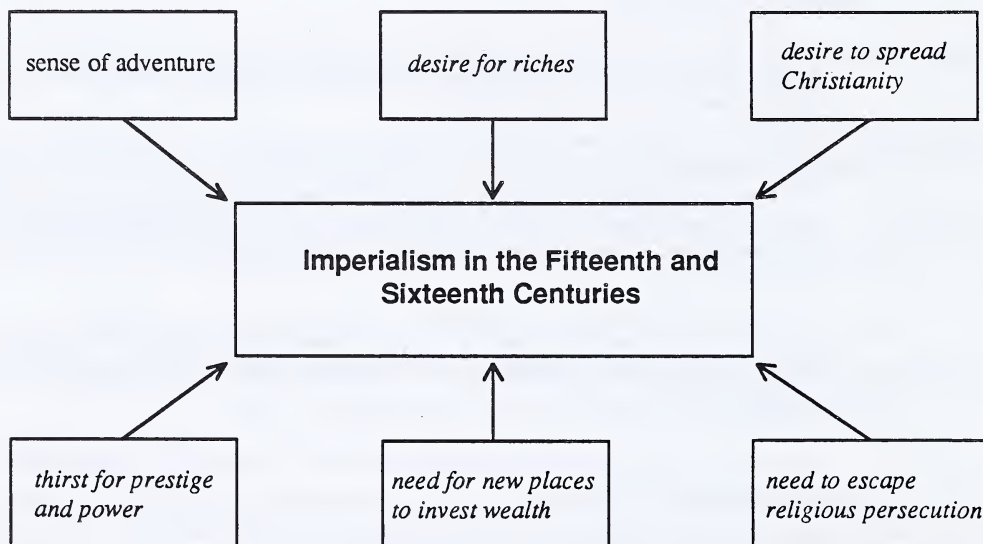
- *How was the Roman empire governed?*
- *How did it deal with those it conquered?*
- *Why did it ultimately collapse?*
- *What were its enduring characteristics?*
- *How were communications maintained throughout the Empire?*

3. When studying imperialism, one question you should always bear in mind is this: To what extent should a nation place its interests above the interests of other nations?

What are your initial views on this issue? Does one nation have the right to conquer and control weaker and/or less advanced nations? Think of the good and bad effects of an empire. Give a brief explanation of your views.

This question asks for your opinion. Have you considered the good and bad effects of an empire? Have you explained your views thoroughly? Remember your answer here. This question will be discussed again in Module 3.

4. Fill in the boxes below to create a concept map showing the chief causes of fifteenth and sixteenth-century imperialism. Draw more boxes if you need to. The map has been started to get you going.



5. It has been said that European imperialism was brought about by the “three Gs” – God, gold, and glory. Explain what this means.

Three of the central motivating forces behind imperialistic activities were religious fervour, greed, fame, and prestige.

6. As you know, the origins of Canada lie in Europe's imperialistic ambitions. Pick any event that occurred in Canadian history, or any feature of that history with which you're familiar, and explain how it relates to the imperialism of European powers.

There are, of course, any number of answers to this question. Since all the colonies that eventually became part of Canada began life as possessions of European powers, virtually their entire early histories reflect the imperialistic policies of their mother countries. For example, when England defeated France in what was really a war between rival European powers, one of the terms of the peace settlement of 1763 required the French to give new France (Quebec) to England.

7. You may have been struck by the contradiction inherent in Europe's imperialist activities, which involved, on the one hand, preaching Christianity to the native peoples encountered, and, on the other, enslaving millions of Africans and dooming them to lives of servitude. Do you see any evidence of this same sort of contradictory thinking today in relations between the races? If so, what is it?

Again this answer will be personal. You might cite examples from South Africa or from the southern U.S. There is still much racist thinking within so-called Christian societies.

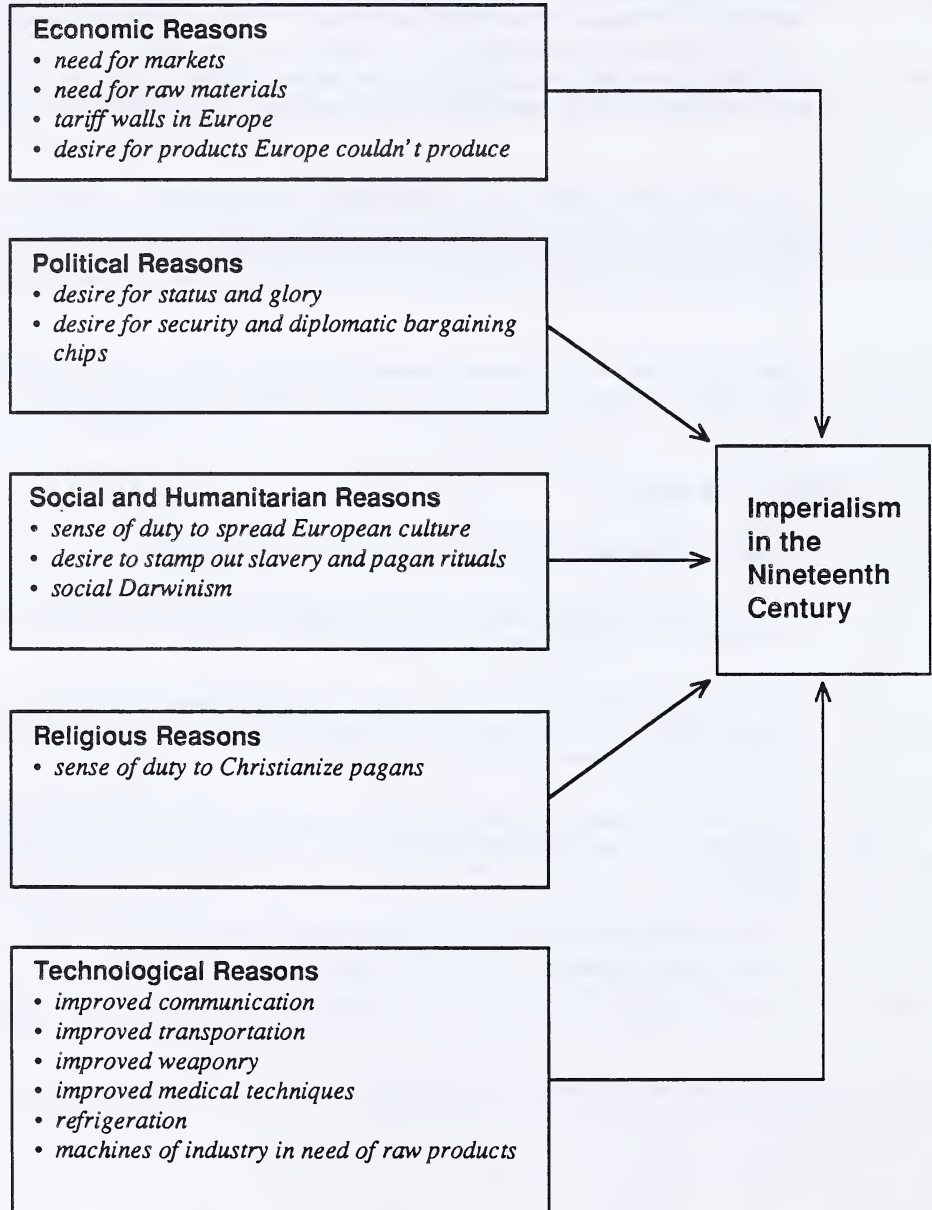
Section 1: Activity 3

1. Explain the differences between the old and the new imperialism.

- *The new imperialism was a direct part of the governmental policies of the imperialistic power. The old imperialism had been much less systematic.*
- *The new imperialism turned to lands that had previously been neglected, generally because they were already heavily populated. The old imperialism had involved principally the establishment of colonies in relatively sparsely populated lands.*
- *The new imperialism made little attempt to settle European emigrants in colonies. Rather, the inhabitants who were already there, who were generally non-white, were subjected to European control.*
- *The new imperialism involved the investment of capital for such things as mines, factories, railways, and plantations. The old imperialism had centred around trade.*

2. On the next page are five boxes, each labelled with a general reason for nineteenth-century imperialism. In each box write one specific reason for imperialist activity that falls under the general heading.

You have been asked to put one reason in each box. What follows are possible reasons.



3. Study the nineteenth-century representation of life in Africa that follows. What evidence do you see of the European conviction that African culture was barbaric and heathen?

The picture shows us what appears to be a human sacrifice; two men, one armed with a sword, the other with an axe, are about to behead a third man. In the background three men made up to be pagan gods are watching the ritual.

4. a. A bias is a prejudice – a preconceived attitude through which the biased person filters the facts. Do you detect any biases in the above editorial? If so, explain clearly what they are.

Clearly this letter shares the biases that were typical of the age. The writer believes without question that European civilization is superior to all others. The writer believes his (or her) religion is the only true one and that it is God's will that it be spread worldwide. The writer accepts without any question that people with different customs are ignorant, ungodly, and childlike. This writer, like most Europeans of the day, seems incapable of questioning these things. The letter is extremely biased.

- b. Imagine that you have somehow been taken back in time to the day this editorial appeared. Based on your own twentieth-century values and attitudes (and biases?), write a letter to the editor of the newspaper and express a view opposed to that of the editorial. Present your ideas clearly, and defend them logically.

This answer is personal. Have you been fair, clear, and logical in presenting your position? Does your letter sound persuasive?

Section 1: Follow-up Activities

Extra Help

1. T The way American films are constantly shown in Canadian movie theatres can be considered an example of cultural imperialism.
2. T Alexander's empire spread Greek civilization throughout much of the then-known world.
3. F One reason for the lasting success of the Roman Empire was that it ruthlessly repressed all those peoples it conquered.
4. F The balance of power in Europe shifted around the fifteenth century from countries on the Atlantic seaboard to countries around the Mediterranean.
5. F Most slaves taken from Africa in the period beginning in the sixteenth century went to work in Europe.

6. T One major reason for the loss of interest in imperialism in England towards the end of the eighteenth century was the American Revolution.
7. T A major difference between the new imperialism and the old is that new European powers began to turn to more heavily populated parts of the world.
8. T Those in favour of the “new imperialism” often felt it was their duty to civilize the non-Christian world.
9. F “The White Man’s Burden” became a catchphrase meaning that Europeans shared a collective guilt for what they had done to native peoples in colonized countries.
10. T Social Darwinists believed that Europe’s civilization contained the world’s most highly evolved culture.

Enrichment

1. Is imperialism alive and well today? When the United States sends military aid to rebels in Nicaragua, when England sends troops to the Falkland Islands, when the United States invades Panama, or when the Soviet Union sends an army into Afghanistan – are such actions imperialistic?

This paper will reflect your views. Certainly imperialism does seem to be alive and well in the world today, though countries engaging in it usually try to disguise the fact. Imperialism occurs whenever a strong nation interferes in the affairs of a weak nation in an attempt to bring about a state of affairs favourable to the strong nation. What examples did you discover?

2. If you have access to a library, do some research into one of the great empires of the Ancient World – perhaps Alexander’s or the Roman Empire. Find some aspect of the empire that interests you and write up your findings in a short paper.

This question leaves it up to you to research and report on an area that interests you. Did you research sufficiently and report clearly?

Section 1 Assignment

1. The “new imperialism” of the late-nineteenth century can be seen as a direct outgrowth of the forces of nationalism, industrialism, capitalism, and social Darwinism that characterized European society at this time.

Demonstrate the above quotation to be true or false by discussing the causes of the “new imperialism” and the characteristics that distinguished it from earlier varieties of imperialism.

Students' answers should be presented in correct essay form with an introduction, body, and conclusion. Answers should demonstrate a knowledge of the causes and distinguishing characteristics of the "new imperialism," as well as of the forces of nationalism, industrialism, capitalism, and social Darwinism. Answers should demonstrate these latter forces to be at work in most of the causes and characteristics that are presented.

2. You are a nineteenth-century English missionary, devoting your life to bringing Christianity and European civilization to the people in a remote part of Africa. Unfortunately, the people among whom you are living have decided that your influence is evil; your new ideas have caused discontent, social disruption, and disrespect for traditional religious practices. You and other white missionaries have also brought new European diseases into Africa.

You have, therefore, been condemned to death by a tribal council; however, the local king, being a fair and open-minded ruler, has allowed you a chance to save your life. You must make a public speech justifying all you have been trying to accomplish in Africa. If you convince the majority of people that your intentions are worthy, your life will be spared.

Write your speech in the space provided. Remember, your views, your ideas, your beliefs, your values – all will be those of your time. You are a true representative of nineteenth-century attitudes and your speech must reflect this fact. The speech has been started to get you going.

This speech should be written persuasively and in an appropriate tone. It should demonstrate an understanding of nineteenth-century values, attitudes, and beliefs. Be sure students don't copy or paraphrase the editorial presented in Question 3, Activity 4. Be sure also that the speech is aimed appropriately at its intended audience.

Section 2: Imperialism in Action

Key Concepts:

- imperialist expansion
- colonies
- protectorates
- spheres of influence

Section 2 examines in some detail nineteenth-century imperialism in Africa, Asia, and Latin America. Students should come to understand what went on and why. Map-reading skills are emphasized.

Section 2: Activity 1

1. Of the imperialistic powers of western Europe at the time – Britain, Germany, Italy, Belgium, France, Portugal, Spain, and the Netherlands – which two had created the most extensive empires in Africa and Asia prior to World War I?

Britain and France had the most extensive empires.

2. Which two African nations were not controlled by European powers prior to World War I?

Liberia and Abyssinia (Ethiopia) were not controlled by European powers.

3. a. Prior to World War I, which Southeast Asian country was still independent?

Siam was independent

- b. What is the country called today?

Today Siam is called Thailand.

4. Using a current atlas if necessary, give the present-day names of the following 1914 countries (in some cases boundaries will have changed):

- | | |
|----------------------------------|----------------------------|
| a. Belgian Congo | = Zaire |
| b. French Indochina | = Vietnam, Laos, Kampuchea |
| c. German Southwest Africa | = Namibia |
| d. French Swaziland | = Djibouti |
| e. Italian and British Swaziland | = Somalia |
| f. German East Africa | = Tanzania |
| g. Dutch East Indies | = Indonesia |
| h. Spanish Morocco | = (part of) Morocco |

5. Bearing in mind Question 4, what generalization can be made about what has gone on in Africa since 1914?

Since 1914 African nations have been gaining independence from their colonial masters. (Note, though, that Namibia, since 1916, has been controlled by white-ruled South Africa. This really makes Namibia the last colony in Africa, though the Namibian people are struggling for freedom.)

6. This module concentrates on imperialism among the European powers. Does the map supply any evidence that non-European powers were also getting involved in imperialistic activities? If so, what evidence is there?

Yes. Port Arthur in China was controlled by Japan. The Philippines were controlled by the U.S.

7. Assuming that you knew little about the opening up and development of African and Asian nations prior to studying this map, what general facts have you learned from this study?

The study reveals that Africa and Southeast Asia were at one time taken over by Europeans, but that since 1914 these nations have, for the most part, gained their independence.

Section 2: Activity 2

1. An African nation has its own hereditary king, but he must rule subject to the approval of a European nation. This kingdom is (circle one)

- *a protectorate*
- a sphere of influence
- a colony

2. Organize the following north Africa countries to show which European power controlled them. Put the name of the countries in the appropriate boxes.

Britain	France	Italy
Egypt Sudan	Morocco Algeria Tunisia	Libya Eritrea

* *Ethiopia remained independent.*

3. Explain why Britain would have been so interested in acquiring control of Egypt in 1882.

The Suez Canal was vital to British shipping to and from India and the Far East. It was central to Britain's economy to be able to guarantee that this route would remain open.

4. You know that the nineteenth century was an era of strong nationalism, when Europe's nation-states were competing with each other in might and prestige, yet trying at the same time to maintain a balance of power. How can what went on in north Africa be considered an extension of what was going on in Europe?

As European nations acquired overseas possessions, they became economically and militarily stronger. Other nations, fearful of a shift in the balance of power, would find it necessary to acquire colonies themselves. In this way the competition for colonies can be seen as a simple extension of the jockeying for position among Europe's nations.

5. Complete the chart below by filling in the boxes with appropriate information. Use whatever maps are necessary.

1914 Country	Imperialist Ruler	Present-day Country (or Countries)
Belgian Congo	<i>Belgium</i>	<i>Zaire</i>
German Southwest Africa	<i>Germany</i>	<i>Namibia</i>
Angola	<i>Portugal</i>	<i>Angola</i>
Rio de Oro	<i>Spain</i>	<i>Western Sahara</i>
Nigeria	<i>Britain</i>	<i>Nigeria</i>
Portuguese Guinea	<i>Portugal</i>	<i>Guinea-Bissau</i>
French West Africa	<i>France</i>	<i>Mauritania, Mali, Niger,</i>
		<i>Ivory Coast, Benin, Burkina</i>
		<i>Faso, Guinea, Senegal</i>

6. You have read that as the slave trade came to an end, those coastal states that depended upon it turned to cash crops, i.e., crops not grown for consumption by those who produced them, but for sale elsewhere for cash. Think about some of the possible long-term effects you might expect to see in a country where farmers worked not to feed their families, but to produce products for export. Describe what these effects might be.

Some of the effects might be as follows. Family farms would cease to exist; farmers would become wage earners instead, and land that had fed people would now be used to produce crops for sale in Europe. This might mean food shortages. People would also become dependent on their wages to buy food that they had once raised themselves. Because profits would go to the European owners of the large plantations, poverty might increase among the people. Workers might have to leave their families to find work. Unemployed farmers might head to cities, forming slums and ghettos.

7. a. Look back at the map of Africa in 1914, the year World War I broke out. What single state prevented Britain from realizing its goal of owning a string of connected colonies between Egypt in the north and South Africa in the south?

Either the Belgian Congo to the west or German East Africa to the east can be seen as preventing the realization of Britain's Cape-to-Cairo scheme.

- b. How might this have been an added source of tension in the development of hostilities that culminated in war?

Britain would have wanted these territories and would have resented the European nations that controlled them.

8. Looking at this same map, what evidence is there that Germany's entrance into the scramble for colonies was the result of a rather sudden decision?

The four German possessions on the map – Togo, the Cameroons, German Southwest Africa, and German East Africa – were all acquired within a two-year period, 1884-1885.

9. a. Place yourself in Germany at this time, and use your imagination. What reasons might Bismarck have had for not wanting to acquire colonies?

Bismarck's reasons were essentially these: Colonies would require a big navy to protect them. Colonial expansion would also likely mean friction with other colonial powers. Bismarck wanted to stay on friendly terms especially with Britain. A large German navy and overseas colonies would undoubtedly lead to competition – and conflict – with Britain.

- b. Why would the German people, by contrast, have been clamouring for colonial possessions?

The people saw other European nations grabbing up land all over the world. They felt envious, and fearful that they were being left behind.

10. When Britain declared war on the Boer republic in 1899, it claimed a moral justification. Not only were the Boers denying rights to British subjects who had entered their lands in the diamond and the gold rush, but they also believed that God had ordained a system of white dominance over blacks, and they acted on that belief. But on a practical level there were other reasons for Britain's declaring war. What would they have been?

Britain would have wanted the newfound mineral wealth in the Boer republics. Also, these republics would be another step in Britain's Cape-to-Cairo scheme. Finally, there was simply the idea of empire. The expansion of the British Empire would have seemed a noble thing in itself.

Section 2: Activity 3

1. a. Define the term “extraterritoriality.”

“Extraterritoriality” is the right of people living in, but not citizens of, a country to be governed by the laws of their own country. The British won this right from the Chinese in the 1842 Treaty of Nanking after the Opium War.

- b. How would the granting of this right have seriously hurt China in its struggle against a European control?

Now the British could do almost anything they wanted to do in China, as long as they did not break the laws of Great Britain. The Chinese had lost almost all control over their activities.

2. How did the Boxer Rebellion further weaken Chinese resistance to European imperialism?

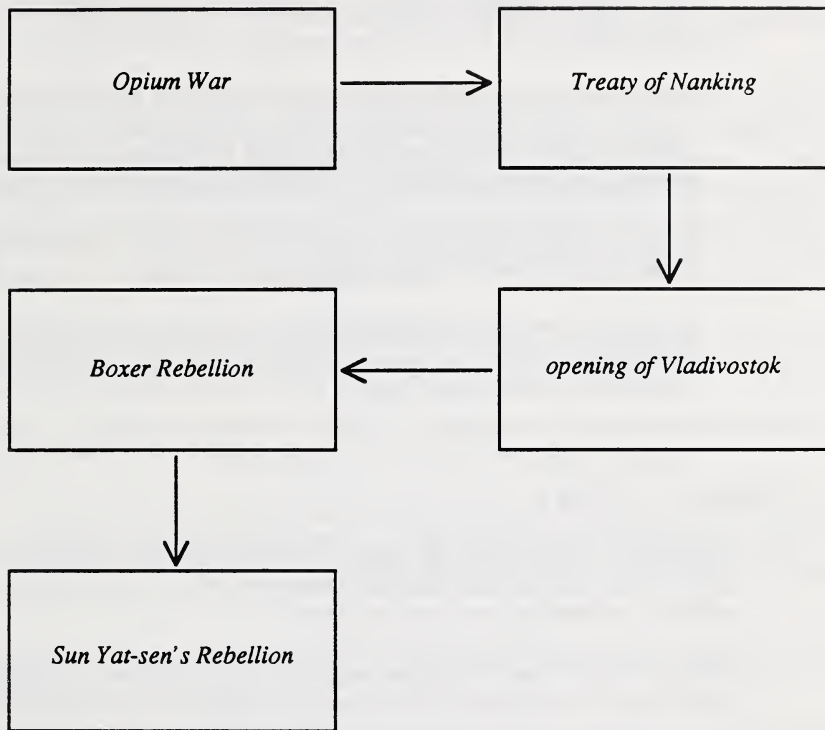
First, the Boxers deposed an emperor who was trying to modernize China in order to be able to deal with the western powers. Second, Europe responded to the rebellion by forming an army that demanded greater concessions from China. Now, foreign naval vessels and foreign soldiers were permitted in China.

3. As European powers increased their hold over China, they tended to do so by creating spheres of influence rather than colonies or protectorates as in Africa. Why would this have been so?

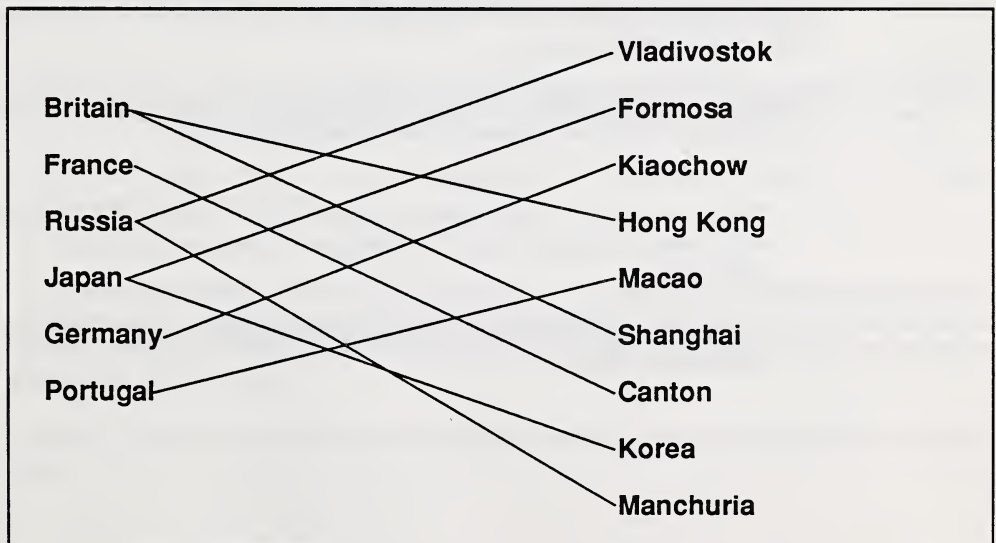
Conditions in Africa were relatively primitive, so it was a simple thing for Europeans to move in and take over. By contrast, China was a highly civilized and regulated country. Foreign powers could not just move in and govern; rather, they exerted pressures in order to obtain exclusive trading and investment privileges.

4. Fill in the boxes on the next page with the following events and organize them into the order in which they occurred:

- Treaty of Nanking
- Boxer Rebellion
- Opium War
- Sun Yat-sen’s Rebellion
- opening of Vladivostok



5. Turn back to the map entitled “Spheres of Influence in China in 1914.” Draw lines between the imperialistic nations on the left and the matching possessions or spheres of influence on the right.



6. a. Do you see any similar conflicts today between the forces of conservatism and progress? If so, name a few.

This answer will be personal; there are many possible comparisons that could be made. One is the dispute over the direction our educational system should take: should we go back to basics and give students a solid grounding in English, mathematics, history, and so on, or jump into the technological age with both feet? How many comparisons were you able to make?

- b. What do you think is the best approach in such a situation – to modernize, to return to traditional values, or to do something else? Explain your reasons.

Again, this answer will be personal. Is there a solution that accommodates both extremes without sacrificing too much? Must modernization mean the abandonment of all that is good in traditional approaches and values? Is your answer clearly thought out and explained?

Section 2: Activity 4

1. Note on your map of Southeast Asia in 1914 that Siam (now Thailand) remained free of foreign control. Look carefully at the geographic position of Siam. How might the Siamese have used their position in maintaining their independence?

Siam lay between French Indochina on the east side and British-controlled Burma on the west. The Siamese made use of their position to serve as a buffer zone between the two imperialist powers. Thus, it was to everyone's mutual advantage that Siam remain neutral and independent.

2. It may strike us as odd that a trading company like the English East India Company should have acquired political control over so large an area. Yet this situation isn't without a parallel in Canadian history. What is that parallel?

In Canada the Hudson's Bay company was given control over all the land draining into Hudson Bay – a vast area over which the company had virtually total control.

3. a. You have read about United States' involvement in a number of small countries. List all the countries and colonies that have been mentioned in whose affairs the U.S. interfered or acquired some control.

The countries and colonies mentioned are the Philippines, Guam, Cuba, Puerto Rico, Colombia, Panama, and Hawaii.

- b. Do you find it inconsistent that the United States, the world's first republic, should have become involved in the affairs of other countries in this way? Explain your answer.

This answer will be personal. It does seem ironic that a people who pride themselves on having thrown off the "tyranny" of Britain, and who value freedom so highly, should have been so willing to assert control over weaker countries. The question, perhaps, is whether such interference can be justified in terms of the preservation of freedom. Many Americans would say it could be so justified; in more recent years Americans have become involved in other countries' affairs on the excuse that they are saving such countries from communist dictatorships. Is this legitimate, or a smoke screen for imperialism?

4. a. Turn back to the excerpt taken from the Monroe Doctrine. Paraphrase (i.e., write out in different words) this excerpt so that it expresses the same idea in simpler everyday language.

Here is a possible paraphrase. Yours will be different, but it should express all the important ideas in the original, without distortion, in simple everyday language.

From now on North and South America can't be considered as areas that may be colonized by European countries. If any country in Europe interferes in the affairs of any country in the Americas, we, the United States, would consider this a hostile act against our own country.

- b. Explain why Latin American countries would have had mixed feelings about the Monroe Doctrine.

On the one hand, Latin American countries would be grateful for U.S. protection against European imperialist nations. On the other hand, they would feel that now they had, to some degree, lost some independence to the United States, and would worry about the increase of U.S. power in the future.

5. Although the U.S. did intervene militarily and politically in Latin American countries, most of its control was exercised through what was called "dollar imperialism." What does this mean?

"Dollar imperialism" means economic imperialism. The United States exerted control in Latin America through economic pressure.

6. The commercial value of the Panama Canal is obvious. A passageway to shipping between North and South America cut out the necessity of sailing around South America, just as the Suez Canal had ended the necessity of ships' going around Africa. Can you see any military advantage to the United States in the Panama Canal?

Now the United States could quickly move its fleets between the Pacific and the Atlantic as the need arose.

Section 2: Follow-up Activities

Extra Help

1. a. Put the letters of the countries listed on the right in the appropriate places on the present-day map of Africa on the left. Refer to an atlas or to the map in this module only when necessary.

- | | | |
|-----------------|---------------|-------------|
| A. South Africa | F. Nigeria | K. Zaire |
| B. Tanzania | G. Libya | L. Cameroon |
| C. Namibia | H. Mozambique | M. Sudan |
| D. Egypt | I. Kenya | N. Angola |
| E. Morocco | J. Ethiopia | O. Algeria |



b. Next, label your map directly with the following:

- Mediterranean Sea
- Red Sea
- Suez Canal

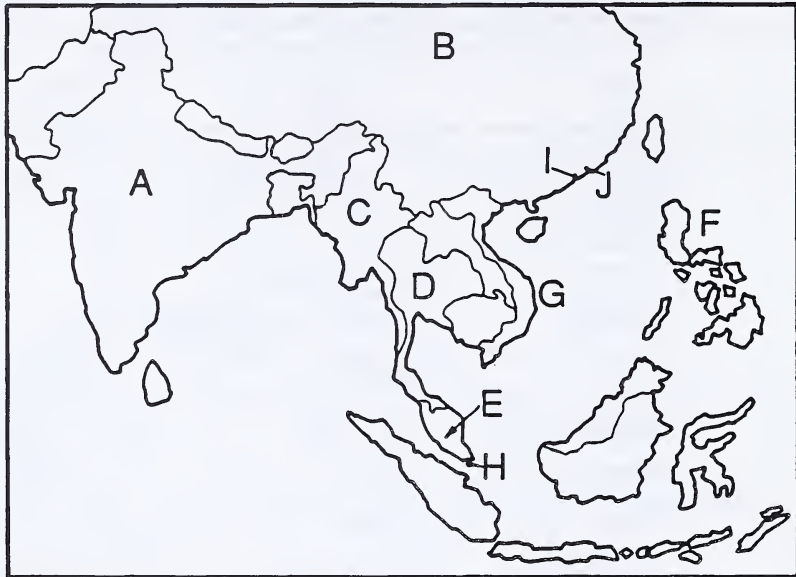
T. 1914

c. Now complete the chart below by filling in the 1914 names and the imperialist nations whose possessions they were at

ap

Current Name	1914 Name	
South Africa	<i>Union of South Africa</i>	
Tanzania	<i>German East Africa</i>	
Namibia	<i>German Southwest Africa</i>	
Egypt	<i>Egypt</i>	<i>Britain</i>
Morocco	<i>Morocco</i>	<i>France</i>
Nigeria	<i>Nigeria</i>	<i>Britain</i>
Libya	<i>Libya</i>	<i>Italy</i>
Mozambique	<i>Mozambique</i>	<i>Portugal</i>
Kenya	<i>British East Africa</i>	<i>Britain</i>
Ethiopia	<i>Ethiopia</i>	<i>Independent</i>
Zaire	<i>Belgian Congo</i>	<i>Belgium</i>
Cameroon	<i>Cameroons</i>	<i>Germany</i>
Sudan	<i>Sudan</i>	<i>Britain</i>
Angola	<i>Angola</i>	<i>Portugal</i>
Algeria	<i>Algeria</i>	<i>France</i>
Tunisia	<i>Tunis</i>	<i>France</i>

2. a. Put the letters of the places listed beneath the map on the appropriate places on the present-day map of India, China, and Southeast Asia. Refer to an atlas if necessary.



- | | |
|-------------|----------------|
| A. India | F. Philippines |
| B. China | G. Vietnam |
| C. Burma | H. Singapore |
| D. Thailand | I. Macao |
| E. Malaysia | J. Hong Kong |

- b. Most of these place names are still in effect today, but three have changed. In 1914 what were the names of the following three territories?

- (1) Thailand = *Siam*
- (2) Malaysia = *Malay States*
- (3) Vietnam (along with Lao and Kampuchea) = *French Indochina*

- c. Now complete the chart below by filling in the names of the imperialist nations that controlled the places you have labeled on your map.

Current Name	Imperialist Nation
India	<i>Britain</i>
Burma	<i>Britain</i>
Thailand	<i>Independent</i>
Malaysia	<i>Britain</i>
Philippines	<i>United States</i>
Vietnam	<i>France</i>
Singapore	<i>Britain</i>
Macao	<i>Portugal</i>
Hong Kong	<i>Britain</i>

Enrichment

A good way to get a feel for this obsession with empire-building is to take a look at the lives of some of the great empire builders. What follows is a list of a few of the more famous figures associated with British imperialist expansion of the nineteenth century. If you have access to a library, research the lives of one or most of these people, and write up your findings in a short report on their contribution to the British Empire. If some of those listed were writers, it would be helpful to read some of their works.

David Livingstone	(Lord) Herbert Kitchener
Henry Stanley	Cecil Rhodes
Benjamin Disraeli	Rudyard Kipling
(Lord) Robert Baden-Powell	Winston Churchill (in his youth)
Queen Victoria	Charles (Chinese) Gordon

OR

If you are studying Social Studies 20 in a classroom, divide into groups and assign each member of the group a different individual from the preceding list to research. Then have each group member read his or her report to the group. Follow up the reading with a discussion of what the British Empire meant to the nineteenth-century English person.

Your report will, of course, be your own work. Were you able to find sufficient information? Did you do more than merely summarize an encyclopedia article?

In studying the individual(s) you selected, did you come to better understand British values and attitudes during the heyday of the Empire.

Section 2 Assignment

1. In three or four sentences, identify or define FIVE of the terms and names that follow, and briefly explain the role each played in the imperialism of the late-nineteenth and early-twentieth centuries.

- Opium War
- Suez Canal
- Spheres of Influence
- Monroe Doctrine
- Belgian Congo
- Boer War
- Germany's "place in the sun"
- "Cape-to-Cairo"
- Treaty of Nanking
- Boxer Rebellion

At the beginning of each answer be sure to identify clearly the term or name you are discussing.

Answers should clearly define or identify the terms and names AND should briefly explain at least one significant way each played a role in the imperialistic policies of Europe. Do not expect more than a brief explanation.

2. The way in which Europeans established control over China differed greatly from the way they gained control over Africa. Write a short essay contrasting the two methods of imperialist expansion. Explain reasons for these differences, and give specific, concrete examples of what went on in Africa and China to illustrate what the differences meant in political terms.

Present your answer in correct essay form, complete with introduction, body, and conclusion.

Answers should be presented in correct essay form with an introduction, body, and conclusion. The contrast between expansion chiefly by way of colonies and protectorates in Africa and by way of spheres of influence and treaty concessions in China should be made clear. Students should point out the differences in Chinese and African civilizations that explain these differences, and should refer to specific, concrete examples that show a sound knowledge of events in the history of imperialist expansion in Africa and China.

3. Imagine that you are a French person living at the time of the Boer War. Explain clearly whose side you would have been on and why. In your answer, consider the position of each combatant, as well as your own position as a French observer.

Present your answer in proper essay form.

This question expects students to take a position and defend it. Answers should show awareness of the positions of both sides in the struggle, but should defend one side as being more in the right. Mark for knowledge of specifics, and understanding of the values and ambitions of both sides and for a clear defense.

Highest marks should go to those students who show an ability to see the situation through the eyes of a French person (i.e., an imperialist rival of Britain) of the time.

Section 3: The Impact of Imperialism

Key Concepts:

- westernization
- cultural diffusion
- impact of imperialism
 - on colonized countries
 - on Europe
 - on the world as a whole

This section examines the effects that nineteenth-century imperialism had on the areas that were themselves colonized, on the European imperialist powers, and on the world as a whole. The concepts of westernization and the diffusion of European cultures are investigated.

Section 3: Activity 1

1. Complete the chart that follows by listing the pros and cons that resulted from the colonizing of Africa by Europe

Here is a possible list of pros and cons. Yours may vary somewhat.

The Results of African Imperialism	
Pros	Cons
<ul style="list-style-type: none"> • Literacy increased. • Medical care improved. • Technological advances were introduced. • Agricultural advances were introduced. • Communication and transportation were improved. • A higher material standard of living was created. • Expectations were created for a better life. • Christianity lessened the traditional violence among some African tribes. 	<ul style="list-style-type: none"> • Traditional values and customs were destroyed. • Wage-earners were uprooted. • Land used for cash crops meant less food for Africans. • Workers became dependent on Europeans. • Taxes were imposed. • People moved to cities. • Craftspeople were unable to compete. • Christianity divided people. • Africans became ashamed of their own culture. • Africans suffered from racism. • Some Africans were terribly abused. • European diseases took a toll, e.g., cattle disease in 1880s.

2. You are a speaker in a formal debate, and the topic is

Be it resolved that the European imperialistic takeover of Africa of the later 1800s was of great benefit to the African people.

Pick one side, positive or negative, and write out the speech that you will deliver during the debate. Remember, to win a debate you must be persuasive.

I am speaking on the positive/negative (circle one) side of the resolution.

Madam Chairman, honoured judges, worthy opponents, ladies, and gentlemen.

OR

If you are studying in a classroom situation, break into groups and debate this resolution orally. Appoint judges and a chairperson. Use the library for research.

This question requires your own work. The chart in Question 1 should help you organize your ideas, but imagination and research should allow you to flesh out this material. Is your debate persuasive? Is it convincing? Is it honest?

3. Some western Canadians feel that central Canada has traditionally practised a form of economic imperialism over the west. From what you have read in the preceding discussion on the effects of imperialism and from your knowledge of Canada, what similarities can you see in the relations between central and western Canada on the one hand, and those between European mother countries and their colonies on the other?

Those who accuse central Canada of practising economic imperialism in the west make out a case that goes something like this:

Eastern and central Canada were settled and established before the west was. As a result, when settlers moved into the prairies, this area began to serve as a source of grain for points east while western farmers became a market for eastern manufactured goods. Over the years this system has developed further, with the west supplying food, oil, gas, and other raw products to central Canada, and central Canada selling finished products back. Today most of Canada's manufacturing industries are centered in Ontario and Quebec. Because the bulk of Canadians live in these two provinces, they tend to control the country politically as well.

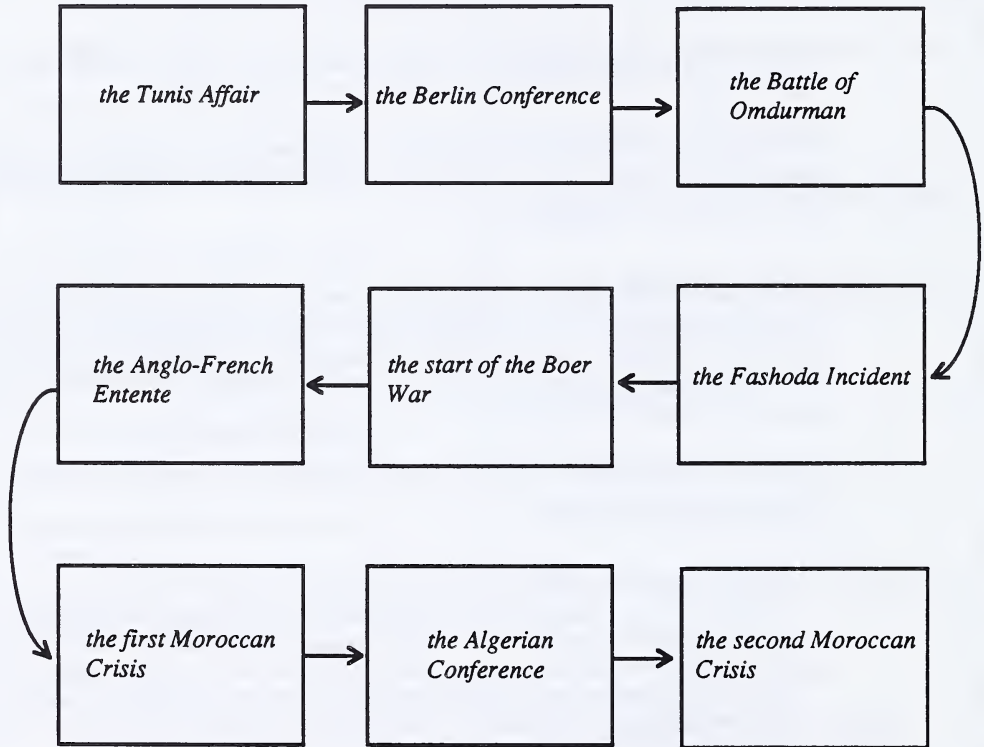
Do you agree with this? Is it an exaggerated description of the situation, or are we in the Canadian prairies treated to some degree like colonials?

Section 3: Activity 2

1. Fill in the boxes with the events that follow and arrange them in the order in which they occurred:

- The Fashoda Incident
- the second Moroccan Crisis
- the Anglo-French Entente
- the Tunis Affair
- the Algerciras Conference
- the first Moroccan Crisis
- the Battle of Omdurman
- the Berlin Conference
- the start of the Boer War

1.



2. You have been asked by your teacher to write a research paper on the causes of the First World War. Write a paragraph or two explaining why a knowledge of nineteenth-century African history would help you complete your paper. Don't just list events; give a general explanation, but back up your assertions with one or two specific occurrences.

In your answer you should have stated that in the years leading up to World War I, the European imperialistic powers were competing for territories in Africa. This often brought them into conflict with each other, especially in cases where their ambitions were not mutually compatible. An example is Britain's drive to connect its colonies north-to-south and France's drive west-to-east.

The Fashoda incident is a good concrete example of the hostilities that developed in Africa. The Tunis situation, the Moroccan Crisis, and the Boer War are other examples. Gradually, African competition helped lead the powers of Europe into agreements and alliances with each other. For example, the Tunis situation helped Italy ally herself with Germany. Likewise, the Fashoda Incident paved the way for an "understanding" between France and Britain.

Section 3: Activity 3

1. a. List in your own words three international results that Marx saw of industrialism in Europe.

Here are the international results that Marx predicted:

- *New wants are created that require the products of distant lands.*
- *In place of local self-sufficiency we have universal interdependence among nations.*
- *"Intellectual creations" of nations are made known worldwide; a world literature arises.*
- *All nations are drawn into "civilization" (i.e., European civilization).*
- *Foreign resentment gives way in the face of a desire for European commodities.*
- *The whole world becomes a bourgeois world.*

- b. Why did Marx see an increase in interdependence among nations?

As people are exposed to new things from faraway places, they want these things. To satisfy such wants, commerce must be established with the nations that produce them. As everyone wants goods from countries the world over, there arises an international system of trade that makes us all interdependent.

- c. Explain what Marx meant when he said that "the intellectual creations of individual nations became common property."

This means that ideas, beliefs, writings – all such things – cease to be purely local, but become known worldwide. Each nation's literature is translated, and people become familiar with the cultures of other lands.

- d. Explain what Marx meant when he said, “The cheap prices of its commodities are the heavy artillery with which it batters down all Chinese walls...”

Marx was referring, of course, to the famous Great Wall of China, but this is just a metaphor for Chinese resistance to foreign influence. His point was that even countries like China, that try to remain free of foreign influence, give way in the face of the desire of the people for the West's material wealth – the products of an industrialized society.

- e. Marx published his *Manifesto* in 1848, when imperialism was not in favour. In view of what came later, would you say he was or was not an accurate predictor of social and economic trends? Explain your reasons.

Marx was very accurate in this respect. The expansion of Europe worldwide in the latter years of the century was precisely what he foresaw.

- f. What evidence is there in this passage that Marx shared the typical European view about the superiority of European culture?

Marx twice speaks of “barbarians,” once clearly in reference to the Chinese – a highly civilized people. Yet he later refers to bourgeois culture as “what it calls civilization” – a hint of a rather broader perspective.

2. Imagine that you are a citizen of a poor African nation that has attained full independence from its European colonial master only within the last few decades.

Write a letter to a pen pal in Alberta explaining just how you feel about the western world. Have you resentments? envies? Are you grateful for the benefits you have received from the West, or are you bitter about the injustices your people have received at its hands?

Try to put yourself into the shoes of the person writing the letter and attempt to explain clearly how you feel and why. Use your imagination.

This question calls for a personal, imaginative answer. Did you honestly try to put yourself into the position of an African? Is your answer balanced, i.e., does it give credit to the benefits as well as the drawbacks of the westernization of Africa? Does it reflect any of your own personal biases?

3. The characteristic above all others that allowed western civilization to spread worldwide is the conviction that the world is there to be subdued and used by humanity. If a problem presents itself, people of our western culture will characteristically try to solve it by changing the external world. It is no coincidence that ours is the civilization of machinery and technology.

By contrast, in many parts of the world people value a quiet, contemplative, more passive approach to life. They see the world not as something to be subdued, but as something with which to live in harmony. If a problem presents itself to people of such a culture, their approach will likely be not to alter something in their world, but to alter something within themselves in order to bring themselves more closely into tune with their world. Such an attitude has been especially characteristic of the East.

Of course this means that when East has confronted West, the more active, aggressive West has usually won. Yet recently, in view of environmental dangers created by human activity, the threat of nuclear war, and the lack of inner peace of western humankind despite its technological progress, more and more people are praising the virtues of the eastern philosophies.

What do you think? Is the world there to be exploited? Is the best life a life of action and struggle against external obstacles? Or is the best life a life of harmony with nature and striving for inner peace and quietude? Think through your ideas carefully, then present your case.

OR

If you are studying Social Studies 20 in a classroom situation, divide into groups and take sides on this issue. Debate it formally or informally. If you debate it formally, open the question up for discussion afterward.

This question calls for a good deal of thought. Much has been said and written on this subject, and certainly in the last few decades eastern philosophies have made quite an impact on the western mind. We hear a great deal these days about harmonizing ourselves with nature, about striving for internal peace, and about purifying and developing our inner selves through meditation.

Such ideas would have seemed absurd to most westerners of the nineteenth century, intent as they were on conquering and developing the world around them. Those people had not yet seen the tremendous costs of industrialization and all that goes along with it.

4. In Activity 2 of Section 1 you were asked your opinion on these questions: To what extent should a nation place its interests above the interests of other nations? Does one nation have the right to conquer and control weaker and/or less advanced nations?

Now that you've studied an age in which most Europeans would have answered that second question with an unqualified "yes," has your own opinion changed? You've seen the positive and the negative effects of such an attitude. What is your opinion now?

If your ideas have not changed, omit this question. If they have changed, explain how and why. If you feel even more firmly convinced of your opinion on this issue give your reasons. Refer to specific events to defend what you write.

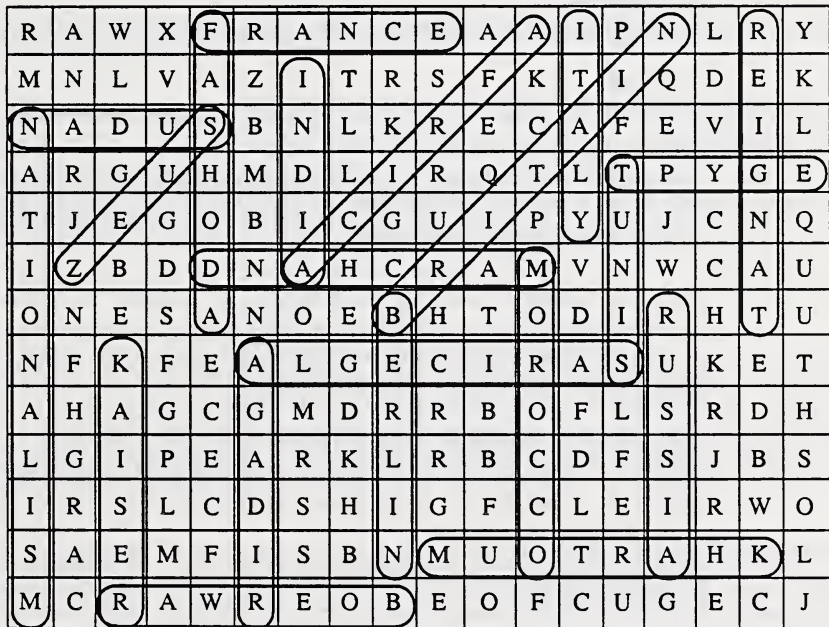
Again, this question calls for a personal response. If your conviction has changed, or if you now hold it even more firmly, have you clearly explained why? Have you made good use of specifics in giving your reasons?

Section 3: Follow-up Activities

Extra Help

1. In 1906 an international conference was held at Algeciras to discuss French claims in Morocco.
2. In 1898 Lord Kitchener defeated the Sudanese at Omdurman and Khartoum.
3. Kaiser William II sent a gunboat to Morocco in 1911.
4. Britain and France formed an entente when they recognized each other's claims in the Sudan and Morocco respectively.
5. Britain was afraid that Russian penetration into Persia would threaten its claims in India.
6. Britain wanted the Sudan in part to protect its control of the Suez Canal.
7. When people in a country feel intense loyalty to that country, we call such a feeling nationalism.
8. The Berlin Conference established the principle that European nations could lay claim to parts of Africa only if they could protect and control them.
9. In 1898 France and Britain almost went to war over the Fashoda Incident.
10. Italy moved towards an alliance with Germany in part because France had thwarted its ambitions in Tunis.
11. The Boer War made Britain realize that it should cultivate friends in Europe.
12. France and Italy both wanted to establish control over Tunis.
13. Most of the incidents that increased tension among the imperialist powers prior to World War I occurred in Africa.
14. Britain backed France against Germany at Algeria.
15. The country to the south of Egypt is Sudan.

16. In 1911 German navy vessels appeared at Agadir harbour.
17. In 1898 Captain Marchand and Lord Kitchener confronted each other, neither wanting to back down.
18. The world came closer to war in 1905 when the German emperor visited Tangier.
19. Britain feared the presence of Russia in Afghanistan.
20. The Suez Canal is in Egypt.
21. In 1905 and 1911 tensions increased due to incidents in Morocco.



Enrichment

1. Watch the videotape *Paths of Development: Days of Future Past*, and answer the questions that follow.

- a. What reasons had Spain for conquering Peru in the sixteenth century?

Spain wanted to exploit Peru's gold and silver wealth. It also wished to take Christianity to the native peoples of the area.

- b. Explain the effects that the Spanish conquest had on Peru.

- (1) **economic:**

Peru's resources of gold and silver were plundered. Coastal cities like Lima thrived at the expense of the rest of the country. The Incas were taxed.

- (2) **religious:**

The Incas were Christianized. Peru became a Roman Catholic colony.

- (3) **social:**

Within sixty years two-thirds of the population died. Survivors were made to work in mines.

- c. The video tells us that after Peru achieved independence in 1861, not much changed. We are warned not to confuse political independence with economic independence. Explain what this means in terms of Peru's experience.

When Peru became politically independent, its economic problems did not disappear. It continued to rely on the export of raw materials such as rubber and sugar. The Peruvian economy continued, then, to be dominated by foreign powers. Political imperialism had gone, but economic imperialism continued unabated.

- d. Malaysia had been an object of European imperialist interest since the early sixteenth century when the Portuguese took over control of trade routes. Why was colonial involvement in Malaysian increased in the late-nineteenth century?

Tin was discovered in Malaysia, and rubber trees were planted. This made Malaysia economically attractive.

- e. The video tells us that "The British colonial power was very smart" in the way it went about controlling Malaysia. How was this true?

Britain left traditional Malay customs and the Islamic religion intact. It also retained the trappings of the traditional government of Malaysia, though Britain itself really controlled things. This diffused any popular resentment against the British.

- f. How did Britain's importing workers from India and China help it retain control of Malaysia?

Britain created in Malaysia a multicultural society, thereby ensuring that there was no united resistance to British authority.

- g. Niger was a colony for only about sixty years, yet the impact of colonialism was great. Outline briefly the economic and social impact of colonization on Niger.

Prior to colonialism, Niger was a nutritionally self-sufficient society, based on hunting, gathering, and some agriculture. When France took over, Niger became an exporter of cash crops, and became dependent on trade and on the economies of foreign countries. Also, France exported European commodities like liquor and cloth to Niger, encouraging the development of European tastes.

- h. Why would France have encouraged some of Niger's native people to develop European tastes and life-styles?

This divided the people, making them less able to mount a united resistance to French control.

- i. Imagine that you have been elected the leader of either Peru, Malaysia, or Niger. Explain what your priorities would be to bring about changes in your country during your term in office.

This answer will be personal. Are your ideas practical and realistic? Would they give the people what they need most?

OR

2. In this section you read briefly about Mohandas Gandhi, the man who led India to resist Britain's control. By any standards Gandhi was one of this century's most remarkable individuals, and his life can be seen as symbolic of the struggle of colonized nations to free themselves from the imperialist control of Europe. In both South Africa and India, Gandhi devoted his life to his fight for justice for the victims of imperialism.

If you have access to a library, you will undoubtedly find material on the life of Mohandas Gandhi. Research his life, and write a short paper on some part of his struggle for the rights of Indians that you find interesting. Your research should tell you much about the effects of imperialistic policies on a colonized people.

If you researched and wrote a short paper on Gandhi's struggle, you should now have a clearer understanding of what it meant to be a colonized people – and of how one colonized people came to develop the ideal of nationalism and the belief in freedom to the point where they insisted on national independence. Gandhi's use of techniques such as passive, non-violent resistance to authority, have influenced many people and movements in our century. Can you think of recent situations where passive resistance has been used by protestors?

Section 3 Assignment

1. Prior to 1914 there had been many wars among European powers, but never had there been a world war. Explain how the imperialistic policies of European nations in the late-nineteenth and early-twentieth centuries both increased the likelihood of war and ensured that if fighting erupted, it would be on a global scale. In your answer refer to specific incidents of international friction.

Present your answer in correct essay form.

Students' answers should be presented in correct essay form with an introduction, body, and conclusion. They should explain both why the likelihood of war increased and why a war would undoubtedly be a world war. Students should refer to three or four incidents from Section 3 of the module that increased international tensions. Be sure students show a reasonable knowledge of such incidents and their effects on the relations among the European imperialist nations.

2. Marx was right: industrial Europe of the nineteenth century did “civilize” (that is, “westernize”) the world. Show in what ways this is true and explain briefly how it happened.

Present your answer in correct essay form.

Students' answers should be presented in correct essay form with an introduction, body, and conclusion. Students should show some knowledge of Marx's assessment of the effects of European industrial society on the rest of the world, but, more importantly, their essays should reveal an understanding of the diffusion of European culture that occurred as a result of imperialist expansion.

